

**AN ERROR ANALYSIS IN WRITING DESCRIPTIVE TEXT MADE BY THE
TENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 1 SURAKARTA IN
2016/2017 ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

by

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Hence later, if it is proven that there are some untrue statements in this testimony, I will be fully responsible.

Surakarta, 7 December 2016



Ana Yuliana

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ABSTRAK

Penelitian ini adalah tentang analisis kesalahan dalam menulis teks deskriptif yang dibuat oleh siswa kelas X SMK Muhammadiyah 1 Surakarta tahun ajaran 2016/2017. Tujuan penelitian ini adalah: (1) menjelaskan jenis-jenis kesalahan di dalam teks deskriptif yang dibuat oleh siswa kelas X SMK Muhammadiyah 1 Surakarta. (2) menjelaskan frekuensi kesalahan yang dibuat oleh siswa kelas X SMK Muhammadiyah 1 Surakarta. Peneliti menggunakan penelitian kuantitatif, karena peneliti hanya menghitung persentase kesalahan dari data. Untuk memperoleh data, peneliti menggunakan metode elisitasi di dalam penelitiannya. Objek penelitian ini jenis-jenis kesalahan yang diambil dari lembar kerja 24 siswa dalam menulis teks deskriptif. Jenis-jenis kesalahan yang ditemukan oleh peneliti adalah leksikal, tata bahasa, dan tulisan. (1) tingkat kesalahan leksikal adalah 75 kesalahan atau 38,5%, (2) tingkat kesalahan tata bahasa adalah 118 kesalahan atau 60,5%, (3) tingkat kesalahan tulisan adalah 2 kesalahan atau 1%. Kesalahan tertinggi adalah kesalahan ejaan dengan jumlah 38 kesalahan atau 19,5%.

Kata kunci: analisis kesalahan, deskriptif teks, jenis-jenis kesalahan.

ABSTRACT

This research is about an error analysis in writing descriptive text made by the tenth grade students of SMK Muhammadiyah 1 Surakarta in 2016/2017 academic year. The aims of this research are: (1) to know the types of error in the writing descriptive text made by the tenth grade students of SMK Muhammadiyah 1 Surakarta in their descriptive text. (2) to know the most frequent error made by the tenth grade students of SMK Muhammadiyah 1 Surakarta in their writing descriptive text. The type of this research is quantitative research, because the researcher only counts the percentage of errors from the data. To get the data, the researcher used elicitation method in her research. The subject of this research is the tenth grade students of SMK Muhammadiyah 1 Surakarta. The object of this research is the error taken from 24 student's worksheet in writing descriptive text. The types of errors found by researcher are lexical error, grammatical error, and discourse error. (1) The lexical error level is 75 errors or 38,5%, (2) The grammatical error is 118 errors or 60,5%, (3) the discourse error is 2 errors or 1%. The highest error is distortion with the total 38 errors or 19,5%.

Key word: erroranalysis, descriptive text, types of errors.

1. INTRODUCTION

In learning English, there are four skills that we have already known, namely reading, writing, listening, speaking. So, we have to learn for mastering and getting complete thought about English itself because each skill has general or specific function in communicating. Writing is one of the four language skills. It is a form of activity that uses language in written form. It is different compared to the activity of language used in oral form (speaking). Hughes (1996: 7) states that

“Writing is a visual/motoric process which, although it is produced through the dimension of time (as all human action are), has the inherent to persist though time, and for different section to be revisited in the same form, but in a different order, as when we go back and re-read part of a paragraph or sentence when we do not understand.”

Writing activity can be said to be more difficult than other skills, because the writer should be able to choose the words and explain clearly to the reader. So, the reader is easy to understand.

The reason of the writer choosing this topic is because the students found difficulties and made some errors in writing the descriptive text. It is observed by the writer when joining internship in school. The researcher found many cases of errors in writing skill from tenth grade students at SMK Muhammadiyah 1 Surakarta. These are the examples of erroneous: She is **ferry** smart. The example shows that the word **ferry** is incorrect. The learner actually wants to write **very** but she made mistakes in spelling. This error called distortion or wrong spelling. From these examples, the researcher decides to analyze the students error in SMK Muhammadiyah 1 Surakarta in their writing ability entitled *An Error Analysis in Writing Descriptive Text Made by the Tenth Grade Students of SMK Muhammadiyah 1 Surakarta in 2016/2017 Academic Year*. This study can be used by the teachers to determine the type of error that often made by students.

So when the teachers are teaching, they should focus on the errors that are made by the students.

Based on the background of the study of this research, the researcher formulates the problem statement: 1) What are the types of error in writing descriptive text made by the tenth grade students of SMK Muhammadiyah 1 Surakarta in 2016/2017 academic year, 2) What types of error are frequently made by the tenth grade students of SMK Muhammadiyah 1 Surakarta in 2016/2017 academic year.

2. RESEARCH METHOD

The researcher uses qualitative research because the researcher just focuses on analyzing data that has been obtained. For collecting data, the writer used some steps.

- a. The researcher takes a class to collect descriptive text made by student of X C.
- b. The researcher ask the students to write a descriptive text. The topic is given by researcher.
- c. The descriptive texts that are made by the students are collected by researcher.
- d. Coding the errors made by the students
- e. Grouping the errors into general classification.

The subject of this research is the tenth grade students of SMK Muhammadiyah 1 Surakarta. The object of this research is the erroneous taken from 24 student's worksheet in writing descriptive text. The data taken by researcher on April 26th 2016. The researcher uses elicitation method in her research to get the data. The techniques for analyzing data taken from Fauziati's (2009) for description and James' theory (1998) for classification.

3. FINDING AND DISCUSSION

After the researcher finished explaining the type of errors, the frequency of error, and the dominant type of errors, then researcher wants to discuss the data. Taken from the data they are descriptive texts made by tenth grade students in SMK Muhammadiyah 1 Surakarta, with the total 24 students and the total errors are 195 errors. The types of errors found by researcher are lexical error, grammatical error, and discourse error.

3.1 The type of error

Based on the data analyzed, the errors contained from the data are: (1) Lexical error, this error occurs when the formation of word is wrong. In the lexical error there are three kinds of error are: lexical error they are distortion, misformation, and confusion of sense relations. The percentage of this error is 38,5%. (2) Grammatical error, this error occurs when the grammatical structure in the sentence is wrong. In this lever error there are some kinds of error such as wrong selection of subject, omission of predicate, addition of predicate, Use V₁ without (-s) for third person singular, misordering, wrong selection of verb, addition of BE, omission of BE, omission BE as predicate, wrong selection of BE, wrong selection of pronoun, addition of article, omission of article, etc. The percentage of this error is 60,5%. (3) Discourse error, this error related with aspects or elements that used in the language with, in this error there are two kinds of error, they are deixis and ellipsis. The percentage of this error is 1%. This researches is similar to other research such as Mufidah's research, Pratama's research, and Darus's research. The types of errors that found in Mufida's research are grammatical error with percentage 86,3% and morphological error with percentage 13,3%. The types of errors that found in Pratama's error are lexical error with percentage 25,15%, grammatical error with percentage 67,3%, and discourse error with percentage 7,55%. And the types of errors that found in Darus's research are lexical error with percentage

4,9% and 95,1%. The result of these studies shows that the errors that often made by students are grammatical error. These results are same with the results obtained by the researcher in this research. Not only found of similarities, but also found of differences such as in Mufida's research found of morphological error which in not found in this research.

3.2 The frequently of error

Based on information above, we can know the error that frequently arise in this research is grammatical error with the highest percentage that is 60,5%. It is relevant with the result of previous study, in Mufidah's research is 86,3%, Pratama's research is 67,3%, and last is Darus's research with percentage 95,1%. So, we can conclude that the common errors made by the learners are grammatical error. It is caused by lack of students' knowledge about grammatical structure and lack of communication between teacher and student. When the learner studies, there is some materials that the learners don't understand, but they do not deliver it to the teacher. So, the teachers are not focus on the material that the learner do not understand.

4. CONCLUSION

After classifying the data, the researcher regards the theory that is used to analyze the errors on descriptive text of tenth grade students at SMK Muhammadiyah 1 Surakata. The theory used by the researcher are James's (1998) and Fauziati's (2009) theory for describing the data, namely linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

The researcher classifies the data based on types of error and frequency of error. The researcher used linguistic category and surface strategy taxonomy to classify the errors. The totals of error that found by researcher are 195 errors and divided into 24 types of errors. The percentage of errors are: in lexical error is 75 errors or 38,5%, in grammatical error is 118 errors or 60,5%, in discourse

error is 2 errors or 1%. Based on information above the dominant error is grammatical error with highest percentage that is 60,5%. It was caused by the lack of student's knowledge in writing skill, especially in grammatical structure.

In this research, researcher gets more knowledge in analyzing the learner's errors. According to the researcher, understanding the errors in the sentence is important, because it can helps the learners in learning English, so the learners can make a good sentence. The teacher can more intensively teach the material that many errors.

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